U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Addie Gaines, Ed.S.

Official School Name: Kirbyville Elementary School

School Mailing Address: 4278 State Hwy 76E
Kirbyville, MO 65679-4278

County: Taney State School Code Number: 106-006
Telephone: (417) 334-2757 E-mail: addie.gaines@kirbyville.k12.mo.us

Fax: (417) 336-2084 Web URL: www.kirbyville.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Carless Osbourn, Ed.S. Superintendent e-mail: carless.osbourn@kirbyville.k12.mo.us

District Name: Kirbyville R-VI District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Gene France

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   0 High schools
   0 K-12 schools
   2 Total schools in district
2. District per-pupil expenditure: 8056

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 9

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	20	10	30		7	0	0	0
1	19	20	39		8	0	0	0
2	18	19	37		9	0	0	0
3	14	20	34		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
					Total in Applying School:			140

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
4 %	Black or African American
6 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
90 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 25%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	21
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1, 2009	140
(5)	Total transferred students in row (3) divided by total students in row (4).	0.25
(6)	Amount in row (5) multiplied by 100.	25

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 64%

   Total number of students who qualify: 92

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%

    Total number of students served: 24

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	2	Specific Learning Disability
0	Emotional Disturbance	13	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	8	0
Special resource teachers/specialists	2	7
Paraprofessionals	2	0
Support staff	4	2
Total number	17	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	96%	94%	95%
Daily teacher attendance	95%	97%	98%	96%	100%
Teacher turnover rate	27%	27%	0%	9%	9%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Daily Student Attendance: The 2006-2007 student attendance rate was a one-time dip. All other years reported by DESE have been 95% or above.

Teacher Turnover: Because we are a small school, each teacher is 9% of our faculty. A turnover of more than one person annually causes the rate to exceed the 12% threshold. Additionally, teacher turnover is a challenge for small, rural schools that are in proximity to larger suburban schools that are able to offer a higher salary schedule.

High School Graduation Rate: None is reported because we are part of a K-8 school district.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

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Kirbyville Elementary School, serving 140 students in kindergarten through third grade, is one of two buildings in the Kirbyville R-VI School District. The school is located 6 miles east of Branson, Missouri on State Highway 76 in Taney County and serves a population of rural students. 63.9% of the students in the elementary school are eligible for free and reduced price lunch. Current student demographics are 90% white, 6.4% Hispanic and 3.6% African American. There are two classes in each grade level with highly qualified teachers and the class sizes meet or exceed the desired state standards at all levels. The school qualifies for federal Title I funds based on student economic needs. The primary employers of the parents in the district are occupations within the service and tourism industries.

An important component of student achievement at the early childhood and primary grades is family involvement, which emphasizes the importance of learning and facilitates developing a lifelong learning habit and practice that supports individual academic improvement. Kirbyville Elementary provides many opportunities for parental involvement including traditional parent-teacher conferences with 100% attendance in the fall and student-led conferences in the spring. Families are encouraged to participate in at-home reading programs during the school year and through the summer. Online programs that students can use seamlessly between home and school to extend learning are provided as part of the curriculum. Parents, grandparents and other community members are welcomed into the schools to read to students, perform clerical tasks, and help with special events.

The Kirbyville Elementary Express school newsletter, published weekly in paper and online, highlights school events and activities to keep families informed. The newsletter provides articles to teach parenting skills, support academic growth and help parents understand the school environment. Additionally each classroom maintains a web site on the school server and each grade level publishes a periodic newsletter.

The official mission of the Kirbyville School District is:

“The students of Kirbyville School District will acquire the knowledge, skills, and attitudes through progressive, quality education, to be self-respecting, self-sufficient, contributing citizens of the rapidly changing world in which they live.”

However, the unofficial mission has always been, “whatever it takes,” driving the faculty to look at all children as individuals and help them move forward towards proficiency and beyond. Towards this end, the Kirbyville Elementary School operates as a Professional Learning Community (PLC) focused on finding answers to the questions:

“What do we want students to learn?”
“How will we know when they have learned it?”
“What will we do when they don’t?”
“What will we do when they do?”

Through methods such as formative assessment, collaborative data analysis, inquiry-based instruction, technology integration, response to intervention, and cooperative learning, students at Kirbyville Elementary are finding personal and academic success. Identifying student strengths and weaknesses compared to the expected state standards at each grade level allows teachers to maximize instructional time. As teachers focus on specific instructional needs, students can efficiently make progress towards proficiency. Through collaboration between general education teachers, teachers of supplemental reading instruction and special education teachers, even students who have traditionally struggled with learning are moving forward towards proficiency. Kirbyville student achievement levels have grown consistently to meet the ever-increasing Annual Yearly Progress goals, including major increases in proficiency rates, especially in math.

Another benefit of being a PLC has been the development of a collaborative culture within our school. The faculty is driven to continually improve and grow, looking for new and better ways to accomplish our mission. Not only is the "new" embraced, but the faculty is willing to change gears when a program or process simply is not producing results. Because the instructional team is cohesive and trusting of one another, support exists to take risks and make changes. Beyond the professional bonds, there is a spirit of genuine caring and a family atmosphere.

The collaborative culture extends from the adults in the building to the children. Regular celebration of goals and successes are a large part of a daily morning assembly. Children experience the joy of recognizing the positive in others and the pride in being recognized for their accomplishments. A student, faculty or staff member is recognized daily as "star of the day" for brightening the day for someone else. Students have special cheers or chants, known as "celebrations" that are performed when a student or a group reaches an academic or personal goal. Students add to a "wall of fame" as they accomplish academic goals. This positive environment provides a fertile foundation for student growth.

Kirbyville Elementary is worthy to be recognized with Blue Ribbon status based on its academic success built upon students who are motivated to learn and improve, highly qualified teachers using successful educational methods, and a community with families that provide support and encouragement.

1. Assessment Results:

The Missouri Assessment Program (MAP) is divided into four performance levels: advanced, proficient, basic, and below basic. Students must score in the advanced or proficient level to "meet the standard." Due to the small numbers tested, the only accountable subgroup is "white" in the years 2006 and 2008. MAP test results for Kirbyville Elementary can be obtained at: http://www.dese.mo.gov/planning/profile/apr/ayp1060064020.html.

The mathematics MAP data for the Kirbyville Elementary shows that third grade students have made consistent significant strides to improve the number of proficient and advanced students since 2006. In 2006 only 28% of students scored proficient or advanced and in 2010 an impressive 83% of students scored proficient. Several factors contributed to this growth. This is primarily attributed to the fact that the students who have entered third grade since the 2006-2007 school year who have been in the Kirbyville School District since kindergarten have been in a consistent math program that emphasizes problem solving. After several years, teachers are more proficient at teaching the program. Prior to that year, students had transitioned into this program from various types of instruction in the prior years and this transition was difficult at times, especially for the upper grade levels. Additionally, the teachers have written curriculum guides based on the grade level expectations (GLEs) using the program as the primary resource, but in the process found that there were specific objectives that needed to be supplemented at each grade level. Teachers worked collaboratively to address these deficiencies. The district implemented a computer-based formative assessment system three years ago. Results are analyzed and used to inform instruction. Teachers have created and analyzed common assessments to obtain formative data to supplement the computer-based testing.

Analysis of the Individual Benchmark Descriptor (IBD) reports for mathematics over a period of several years provides information about strengths and weaknesses in terms of proficiency on specific standards. The district has established that earning less than 50% of the possible points on an objective is a weakness and over 75% demonstrates strength. In 2006 in mathematics 12% of the standards were considered weaknesses and 47% considered strengths. The weaknesses decreased consistently until 2009 when no standards fell into the category of weaknesses. The standards that were rated as strengths fluctuated between 50 and 60% until 2009 when 70% of the standards were strengths. Improvement continued in 2010 with 77% of the standards considered strengths.

The communication arts MAP data shows that third grade students have shown improvement since the initial year reported. In 2006 only 33% of students scored advanced or proficient. A significant improvement occurred between the 2008 and 2009 school years growing 20 points from 35% proficient and advanced to 55%. The highest results were obtained with the most recent testing results, 58% proficient and advanced. This improvement is attributed to several changes. Third grade began using a web-based instructional program that was directly based on the GLEs three years ago. Scores increased in communication arts significantly over the previous two years, especially as specific time has been allocated to using the program. This program was added for second grade and the use increased during the second year of implementation. The district implemented a computer-based formative assessment system three years ago. Results are analyzed and used to inform instruction in grades two and three. Quarterly benchmark assessments have been developed, administered and analyzed in kindergarten through third grade to determine student progress in a way that informs instruction. The Developmental Reading Assessment is used periodically in all grades to monitor progress. These assessments have had an impact at the individual student level, helping to inform instruction, rather than establishing trends.

Analysis of the IBD reports for communications arts reveals that in 2006 13% of the standards were considered weaknesses and 44% considered strengths. The weaknesses decreased slowly, until 2010 when they dropped from 11% to 5%. The strengths mostly increased over time with a large jump between the

2009 rate of 56% to the 2010 rate of 77%. This shows that students are mastering individual standards with greater proficiency, which leads to higher student achievement.

Although it is not an accountable subgroup due to our small numbers, reducing the gap between the scores of all students and students in the free and reduced subgroup is a key to raising the overall scores, since this subgroup comprises a majority of the students. Using the formative data from periodic assessment to identify and meet the instructional needs of the individual students is the key to improving the scores for our economically deprived students. Recently teachers received training in Ruby Payne's work, Understanding the Culture of Poverty and are using information from this work to improve communication with families and include them in the learning process. Implementing strategies such as mental models, direct teaching of organizational skills and teaching vocabulary will help to fill the gaps that students from poverty bring to school and close the achievement gap between this population and the total students.

2. Using Assessment Results:

State assessment results are analyzed longitudinally to identify trends in specific standards that are strengths or weaknesses. When weaknesses are found vertical teams look at them in terms of curriculum and establish goals for increasing student achievement. If there are "holes" in the curriculum, these are addressed by determining what students should be learning and how to improve instruction. When strengths are found determining why students are doing well is important. Those lessons can inform the instruction of areas of difficulty. This analysis tells us more about the curriculum than the individual students, since each year of data is from a different group of students.

Formative assessment results are used diagnostically to determine current instructional needs for individuals and groups. The Northwest Evaluation Assessment Measures of Academic Progress results are used three times a year to look at current strengths and weaknesses. Yearlong plans are adjusted in terms of these results to increase instructional time in areas in which students are having more difficulty and reduce instructional time in areas where students are showing mastery. The information allows teachers to flexibly group students for our intervention time. This allows teachers to pinpoint student instructional needs and allows students to move forward at an accelerated rate. Teachers use the Developmental Reading Assessment periodically to monitor the students' reading progress. The assessment is comprehensive measuring fluency, comprehension, and application of decoding skills. This helps teachers determine an instructional level for their students. Periodic running records allow teachers to quickly monitor progress. Teachers have constructed common assessments that are given to students at the end of the quarter to measure master of the information presented during that quarter and earlier in the year. The teachers score the assessments together and analyze the results to know which objectives have been learned well and which require re-teaching.

Formative assessment results, along with teacher observations, are used as multiple criteria to determine eligibility for Title 1 programs. Students who are eligible receive supplemental reading instruction to what is provided in the regular classroom. Supplemental reading instruction occurs both during the school day in a small group setting and during an after school tutoring program in dyads. Transportation home is provided for the students in the tutoring program.

3. Communicating Assessment Results:

State testing results are communicated publicly to the families and communities through news releases, on the school web site and blog, and school newsletter. The district testing coordinator provides an annual assessment report to the school board at an open meeting and explains the test scores in terms of growth and comparisons with the state results and the results of surrounding school districts.

Individual formative assessment results are communicated to parents during parent-teacher conferences in the fall and included with quarterly progress reports later in the school year. During conferences, the classroom teacher explains the student results in terms of strengths and weaknesses, how the student

compares to his/her peers at school and his/her peers nationally. Prior to the parent conferences, teachers hold individual conferences with each student and explain the results in terms of growth. Students are encouraged to set goals for future performance and explain what steps they will take to meet the goal. During parent conferences, the teacher shares the student's goals and action steps to encourage parents to assist their children. Parents are provided information to help them support academic progress at home. This enables parents to understand the reports that are included with progress reports later in the year.

For the past two years Kirbyville Elementary has invited the previous year's third grade students to a special breakfast and assembly to celebrate their Missouri Assessment Program (MAP) scores that met Annual Yearly Progress and showed continuous growth from the previous year. During this celebration, the students are honored as a group at morning assembly with their MAP song, speeches, special cheers and an extra recess.

Kirbyville Elementary also celebrates the second and third grade students who meet their goals on the Northwest Evaluation Association Measures of Academic Progress (NWEA) assessment in January and May. The names of the students who reached their goal at each point are announced. All other students in the school form a victory tunnel and the honored students run through the tunnel to upbeat music.

4. Sharing Lessons Learned:

Most of the faculty members belong to the Missouri State Teachers Association. One of the many benefits of membership is the opportunity to share with other educators in the region and state through applying for recognition as exemplary educators or for outstanding programs in the southwest Missouri region. The local organization nominated the Kirbyville Elementary Express newsletter and the principal's web site for the annual school communications awards in the fall of 2008, a third grade teacher as outstanding elementary educator in the spring of 2009 and a dedicated parent volunteer as a friend of education in the spring of 2010. All nominations were recognized as outstanding in this region. Through the application process and the award presentation, the unique attributes of these publications and people were shared with hundreds of educators across the region.

The principal and two of the faculty members made three state level presentations about the at-home reading programs available to the students several years ago. The first presentation was to the Missouri State Council of the International Reading Association. A librarian that was at that meeting, invited them to make the same presentation at the Missouri Association of School Librarians spring conference later that school year. The presenters were also invited to present at the state conference of the Missouri Association of Rural Educators.

In 2010 the principal made a presentation at the spring conference for the Missouri Association of Elementary School Principals (MAESP) about the educational uses of blogging. Uses included student, teacher and administrative applications. The principal and a kindergarten teacher are scheduled to make a presentation at the 2011 MAESP spring conference about successfully implementing student-led conferences.

In the fall of 2010 a team of educators from the district including two elementary teachers and the elementary principal were invited to a neighboring school district to provide in service training for the district about integrating SMART Boards into the classrooms using SMART Notebook software. The team divided up by grade levels to provide for the specific needs of the teachers in the other district.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The school district curriculum is a living document adjusted periodically based on advances in instructional practices, changes in the state or federal standards and student needs. It is available to the instructional personnel and the community in general online on the district's web site. Students at all elementary grade levels receive age-appropriate instruction in the four basic core areas: communication arts, mathematics, science and social studies in accordance with Missouri state standards and grade level expectations. Additionally students receive regular instruction in the fine arts, physical education/health, and guidance. All areas include instruction provided in a variety of modes including technology integration.

Communication Arts is the foundation from which knowledge, skills and attitudes are attained and the vehicle through which cultural information is transmitted between generations. Proficiency in reading, writing, speaking, listening, and the development of informational literacy allows students to become self-respecting, self-sufficient, contributing members of the rapidly changing world in which they live.

Mathematics provides a foundation for critical thinking, information analysis, mathematical communication, numerical literacy and problem solving within and across disciplines and in real world situations. Students develop proficiency and apply specific knowledge, skills, and attitudes to understand and communicate numeric, algebraic, and geometric relationships and organize and analyze data.

Science fosters student curiosity to investigate the natural phenomena of the world through formulating hypotheses and integrating technology as a tool to observe, test and communicate these ideas through the processes of scientific inquiry. Students develop proficiency in knowledge, skills and attitudes of all areas of science, including an understanding of the interaction, impact and interdependence of all organisms.

Social studies provide students with the knowledge, skills and attitudes to become self-respecting, self-sufficient, contributing members of the rapidly changing world in which they live. Students are prepared as informed, responsible citizens through developing proficiency in the study of economic, civic, political, social, cultural, historical and geographic perspectives.

Health/physical education is for students to recognize the importance of physical, social, and mental wellness. As technology becomes more advanced and lifestyles more sedentary, the need for physical education and health related issues becomes even more important. Students should be able to relate the values of physical activity and the dangers associated with an unhealthy lifestyle and are prepared to make independent decisions in these areas.

Fine arts education benefits both the student and society. It cultivates the whole child, gradually building many kinds of literacy. This process requires not merely an active mind, but a trained one. The intellectual demands placed on students develop problem solving skills and the powerful skills of analyzing, synthesizing, and evaluating. A comprehensive, articulated fine arts education program cultivates self-expression, engaging students in a process that develops self-motivation necessary for success in life.

The guidance program benefits both the student and society by assisting students in making informed educational and career choices in a systematic comprehensive manner. The program is proactive and preventive in focus and provides a framework designed to assist students in acquiring and using life-long learning skills through the development of academic, career, self-awareness, and interpersonal communication skills. It is developmental by design and includes sequential activities organized and implemented by certified a school counselor, with the active support of teachers, administrators, students

and parents. The FIRST Place Taney County Character Education Initiative monthly traits provide a context and a common language through which students explore all areas of the counseling/guidance curriculum.

At all grade levels, technology is used as a tool to enhance the learning process in all curricular areas. At the third grade level, eMINTS classrooms provide a two-to-one student to computer ratio in addition to access to a SMART Board, scanner and digital camera. In grades K-2 and special education, classrooms are equipped with SMART Boards and digital cameras. SMART Boards are used as interactive presentation tools in the areas of art, music, health and library. Students use computer mini labs in each room. All student-use computers are protected by filtering software in accordance with the Children's Internet Protection Act.

2. Reading/English:

Reading instruction emphasizes the five big ideas of reading: comprehension, vocabulary, fluency, phonics and phonemic awareness to develop readers with well-developed skills using fiction and nonfiction texts. Teachers use balanced literacy methods advocated by the Missouri Reading Initiative including whole group and small group guided reading instruction. With guided reading, the students work in small groups with others at their own instructional levels, allowing them to make progress at a level that is challenging enough to maintain interest and help students grow, but not so challenging that students become frustrated. These methods were chosen because they represent the best of research-based reading instruction and allow teachers to use their instructional expertise to assist students in learning to read and becoming strategic readers. Teachers access a leveled reading library with multiple copies of texts at various reading levels, as well as, online resources for appropriate reading materials. Science and social studies topics are often integrated into nonfiction reading instruction to provide an efficient use of instructional time.

Teachers monitor student progress in reading and adjust the instruction accordingly to meet individual needs using informal assessment, running records, observations and periodic formal testing using the Northwest Educational Association Measures of Academic Progress, the Developmental Reading Assessment and teacher constructed common assessments.

Students practice reading skills using an online program, Study Island, based on the Missouri Grade Level Expectations. This individually paced program can be accessed from school or home and provides data regarding student mastery of objectives.

Family involvement programs include individually leveled reading materials provided at no charge to families, organized methods for record keeping and incentives for student participation. Grant funding and donations from area businesses fund these programs allowing families to build the reading habit, observe and support their child's reading growth and provide practice, important to improving any developing skill.

Some students require additional instruction and support to be successful in reading, while other students learn rapidly and progress beyond grade level. To accommodate for these differences, a Response to Intervention program is in place at all grade levels. During each grade level's intervention time, students are grouped across the grade level in three or four groups based on instructional needs as identified by assessment and teacher monitoring of progress. This allows students to focus on improving deficit areas, practicing and refining grade level skills or participating in reading enrichment activities. Students with identified disabilities receive instruction according to their individual education programs.

3. Mathematics:

Students receive daily instruction in mathematics using an exemplary standards-based mathematics program, Investigations. In the Investigations program, students are encouraged to explore mathematical ideas and relationships in a hands-on way and develop understanding of mathematical concepts through

probing, discussing and cooperative work. Students write, draw and talk about math in addition to using manipulatives, calculators and computers. Mathematics content includes the number system; addition, subtraction, multiplication, and division; collecting, sorting, and representing data; probability and statistics; measurement; changes over time; 2-D and 3-D geometry; fractions; computation and estimation strategies; and tables and graphs.

Teachers monitor student progress in math and adjust the instruction accordingly to meet individual needs using informal assessment, observations and periodic formal testing using the Northwest Educational Association Measures of Academic Progress (NWEA-MAP), chapter tests that are a part of the program and teacher constructed common assessments. The NWEA-MAP data is used to identify instructional strands that are strengths and weaknesses. The data is also used to help students set learning goals for themselves and inform parents of ongoing math progress.

Students practice math skills using an online program, Study Island, based on the Missouri Grade Level Expectations. This individually paced program can be accessed from school or home and provides data regarding student mastery of objectives. Students also work on progressively difficult "Mad Minutes" to learn to fluently compute math facts expected at their grade level.

To accommodate for learning differences, a Response to Intervention program is in place at all grade levels. During each grade level's intervention time, students are grouped across the grade level in three or four groups based on instructional needs as identified by assessment and teacher monitoring of progress. This allows students to focus on improving deficit areas, practicing and refining grade level skills or participating in enrichment activities. Students with identified disabilities receive instruction according to their individual education programs.

4. Additional Curriculum Area:

Integrating technology into all curricular areas is critical to accomplishing our school mission, especially as we prepare our students for a world that is changing so rapidly, it's not known what knowledge and skills will truly be essential when our current students become adults. However, we do know that an attitude of life-long learning will be key to navigating future advances. Students will need to think critically and evaluate exponentially increasing information. Federal and local grants provide many of these resources.

Each classroom has a SMART Board that is a window on the world to the students. Teachers create interactive lessons using SMART Notebook that are used as instruction and review. Teachers select appropriate resources from the Internet and provide children with videos, web sites, and photos that help to enrich learning. Students interact with the SMART Board working through learning activities, demonstrations and simulations. All classrooms have access to check out a laptop cart and have a one-to-one student ratio of computers when needed for learning activities. Wireless access is available throughout the building. All classrooms have a digital camera for student and teacher use. A local grant was recently awarded for a SMART interactive response system that can be shared by all classrooms. Students access subscription programs provided by the school such as Study Island, to work at their own pace on mastering grade level expectations. Differentiation of instruction is accomplished through the variety of resources available. Web sites created by teachers provide a child-friendly reference to the Internet and keep students on task.

Third grade classrooms are equipped with a laptop cart with one computer per student. Students use productivity software to demonstrate their knowledge through electronic presentations, brochures, and other written documents. They embed photos taken with the digital cameras and even record their own voices to create interactive stories. Students often work collaboratively sharing the same computer on Web Quests and other problem solving or research tasks.

In the kindergarten through second grade, special education and Title 1 classrooms there is a computer mini-lab that is used by the students in addition to the availability of a laptop cart. The kindergartners

through second graders use the computers daily as a part of their learning center activities and access teacher selected Internet sites from the teacher's web page that help to reinforce the learning objectives. Students use productivity software to create written projects and presentations.

5. Instructional Methods:

Teachers use a variety of instructional methods to meet the needs of our learners. Major instructional goals are defined by the state standards and grade level expectations. Student instructional needs are determined and monitored by analyzing ongoing formal and informal assessment of student performance.

An outstanding instructional feature is the availability and integration of technology as a tool in the learning process. SMART Boards in every classroom allow all students to visualize and interact with learning media such as Internet sites, instructional videos or teacher created lessons using SMART Notebook. Students also access wireless laptop technology as a tool for research and productivity. Students often work as partners or in small groups with the laptop computers to research and create. Internet use is structured through the use of Web Quests, teacher web sites, and hotlists. Students also access the laptop computers individually with web based learning programs such as Study Island where they can work at their own individual paces to master grade level objectives in communication arts and math.

To enhance and build upon critical thinking skills, teachers use inquiry based instruction. Beginning the instructional process with the introduction of essential questions and working to construct the answer is both motivating and memorable for the students. Students who learn best socially enjoy cooperative learning opportunities that teachers present. Working with a partner or small group allows students to process information verbally and learn through interaction. Students express themselves through the writing process. Writing projects follow models or a prompt and some are free student expression. As often as possible, students write for a purpose, such as crafting letters to area veterans.

Some skills require repetitive practice to master. Students practice fluency in reading and math on a regular basis, challenging themselves to improve both their speed and accuracy.

Students learn aesthetics, appreciation and core instructional goals through the fine arts. In music, students reinforce math skills through rhythms and beats, learn about cultures through songs, and improve reading skills through lyrics. In art, students create patterns and apply geometry, learn about artists of the past and present and explore the science of color.

For those students who struggle in the typical curriculum, supplemental reading and/or special services faculty work cooperatively with general education faculty to unlock the ways in which these children learn best, finding individual ways to support students to make progress towards their goals.

6. Professional Development:

The goal for the professional development program is to provide professional growth opportunities that improve critical thinking and problem-solving skills of teachers and students and provide instructional strategies that ensure a safe, fun learning environment in order to promote greater student achievement. Kirbyville Elementary is a Professional Learning Community (PLC). The PLC is comprised mostly of teams based on grade level that meet almost every Friday during the last two contracted hours of the day. The grade level teams include both teachers at the grade level and one other supporting teacher that works with students at that level during the response-to-intervention time. Teams examine student work and assessment data and plan collaboratively to improve instruction. An example of how this worked is when the third grade team received math results from the Northwest Evaluation Association Measures of Academic Progress for mid-year and noticed that the students were doing exceptionally well in the geometry strand, but not as well, in the numbers and operations strand. The teachers adjusted their yearlong plan by increasing the time devoted to what students did not know by using the time that would

have been devoted to instruction on what they already knew. For the past two years, math achievement has grown at an outstanding rate.

Periodically, single subject vertical teams including teachers of multiple grades during PLC time meet to ensure that the curriculum delivery is systematic. The vertical teams examine trends in state testing data looking for areas to improve. They clarify the state standards and grade level expectations so instruction is aligned with these standards and our curriculum. Grade level and vertical teams set SMART goals for the year based on current student achievement and create strategies for improvement to reach the goal. The teams' work is based on answering four basic questions:

"What do we want students to learn?"
"How will we know when they have learned it?"
"What will we do when they don't?"
"What will we do when they do?"

Occasionally, PLC time is used for in service presentations, technology updates or whole group meetings to improve teacher skills and teaching strategies to enhance instruction. Faculty members attend in service outside the district sponsored by the state department of education and professional organizations and share what was learned during PLC time.

7. School Leadership:

The leadership philosophy is one of collaboration and shared responsibility as Kirbyville Elementary moves forward as a Professional Learning Community (PLC). The model of leadership has grown more flexible proportionately to the growth of the faculty teams and the laser focus on increasing student achievement. Leadership is loose and tight. It is tight in that goals and deadlines must be met, but loose in allowing teams to determine how goals will be met. Policies, programs, and resources are tools to obtaining results. When answering the essential PLC questions, teams are willing to make evidence-based changes. PLC teams set SMART goals for the year and identify the action steps to increase student achievement.

Positive relationships are critical in a collaborative community. The whole faculty and individual teams have adopted norms that allow trusting relationships to flourish. These trusting relationships extend to students, faculty, staff, parents and community and allow the vision to be accomplished.

The principal is a "learning leader," providing input and opportunities for faculty to collaboratively explore and improve student learning by analyzing student work and assessment results. This information drives instruction. She supports the faculty with new ideas and instructional methods and attends PLC meetings to participate in the important discussions.

A primary component of the principal's role is to cultivate a shared vision within the school. The current building theme, "the sky's the limit" encourages the entire community to reach for goals and achievements that have not seemed possible in the past. The principal and the faculty create a routine and structure where the business of learning is the heart. For instance, the faculty collaboratively developed consistent expectations for all students in community areas. Kirbyville Elementary is a positive culture that elevates learning and growth as the purpose for being at school, a reason for celebration and a source for enjoyment.

The principal's goal is to make a difference in others' lives daily and visibly leads by example. She knows the student's names, reading levels and accomplishments. A daily morning assembly builds community and provides a forum for positive recognition. With economically disadvantaged students, the personal greetings, compliments, or attention from school personnel may be the best part of their day. The need for acceptance and affiliation is strong for students. When students know they matter, the academic expectations of school begin to matter. At the end of the day, that's what matters.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	83	66	41	32	20
Advanced	15	3	0	3	2
Number of students tested	34	29	37	35	47
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	77	71	37	19	10
Advanced	19	0	0	0	0
Number of students tested	19	14	22	19	26
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	58	55	35	42	33
Advanced	24	17	11	18	15
Number of students tested	34	29	37	34	46
Percent of total students tested	100	100	100	97	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	47	50	26	44	25
Advanced	14	7	5	6	8
Number of students tested	19	14	22	18	25
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	83	66	41	32	20
Advanced	15	3	0	3	2
Number of students tested	34	29	37	35	47
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	77	71	37	19	10
Advanced	19	0	0	0	0
Number of students tested	19	14	22	19	26
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	58	55	35	42	33
Advanced	24	17	11	18	15
Number of students tested	34	29	37	34	46
Percent of total students tested	100	100	100	97	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	47	50	26	44	25
Advanced	14	7	5	6	8
Number of students tested	19	14	22	18	25
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO7